



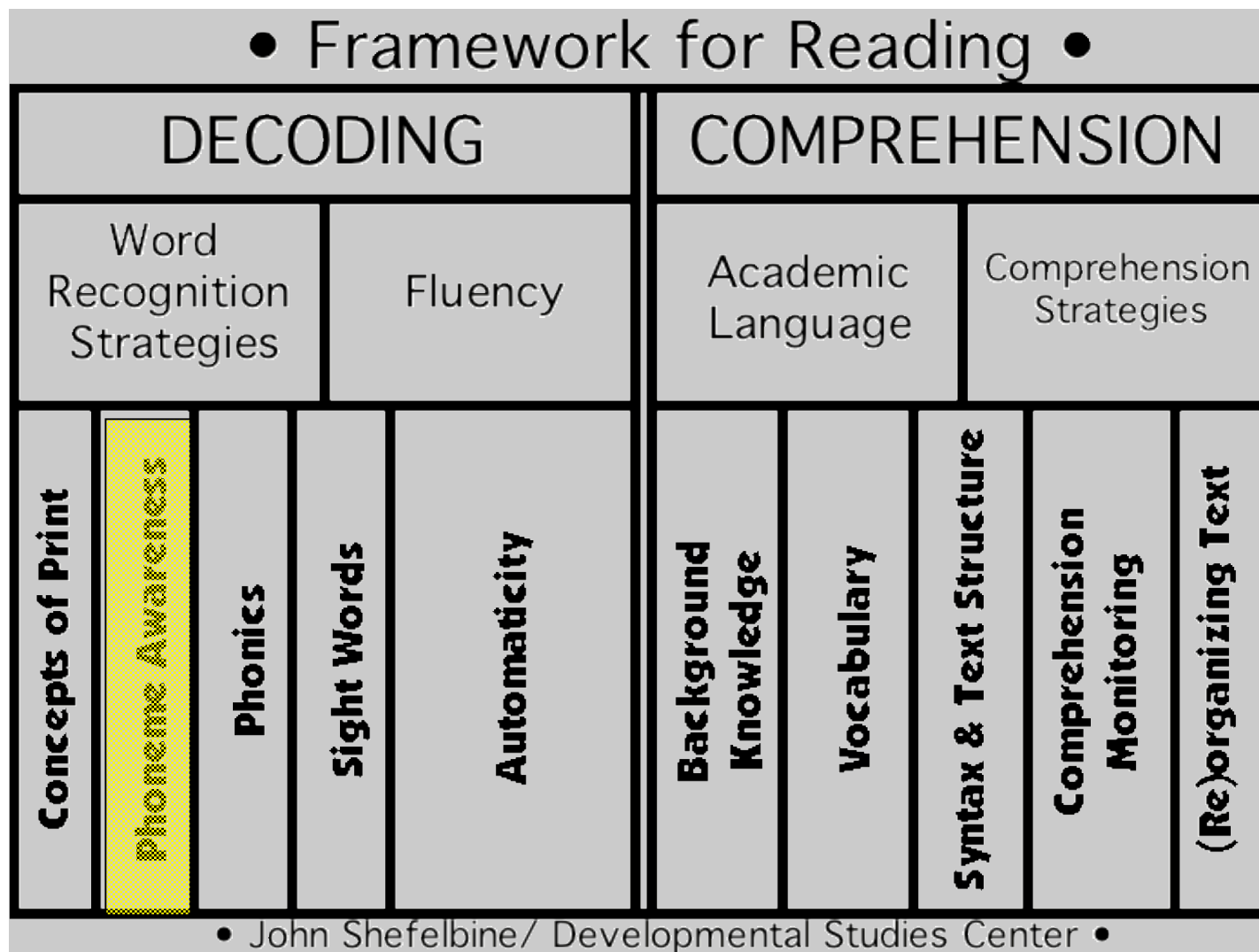
Phonemic Awareness

Bridging the 5 Elements of Reading



- **Phonemic Awareness**
- **Phonics**
- **Vocabulary**
- **Fluency**
- **Comprehension**

Framework for Reading





Workshop Outcomes

- **Define phonological awareness and its components**
- **Understand why phoneme awareness is important**
- **Identify the progression of phoneme awareness skills**
- **Learn how to teach and model effective phonemic awareness strategies**
- **Know how to explicitly teach blending and segmenting**
- **Understand the importance of concepts about print and letter identification**

- **The study of sounds**
- **Refers to the sound structure of speech, and to the perception, representation, and production of speech sounds.**
- **Phonological aspects include prosodic and articulatory units.**



Phonological Awareness

- **Broad term that includes phonemic awareness**
- **In addition to phonemes, phonological awareness activities can involve work with rhymes, words, syllables, and onsets and rimes.**

Phoneme & Phonemic Awareness



Phoneme:

The smallest part of spoken language that makes a difference in the meaning of words

Phonemic Awareness:

The ability to hear, identify, and manipulate the individual sounds – phonemes – in spoken words

Why is Phonemic Awareness important?



- **Phonemic awareness instruction helps children learn to read.**
- **Phonemic awareness instruction helps children learn to spell.**

The Research Says...



“Children who fall behind in first grade reading have a one in eight chance of ever catching up to grade level.”

(Juel, 1994)

“Phoneme awareness is the single best predictor of reading success between kindergarten and second grade.”

(Adams, Stanovich, 1995)

“Phonemic awareness is more highly related to learning to read than are tests of general intelligence, reading readiness, and listening comprehension.”

(Stanovich, 1993)



Who is it for?

- **Preschool**
- **Kindergarten through second grade**
- **Basic and below grade level readers**

Skills mastered by ...



Age 3	<ul style="list-style-type: none">■Recitation of rhymes■Rhyming by pattern■Alliteration
Age 4	<ul style="list-style-type: none">■Syllable counting (50% of children by age 4)
Age 5	<ul style="list-style-type: none">■Syllable counting (90% of children by age 5)
Age 6	<ul style="list-style-type: none">■Initial consonant matching■Blending 2-3 phonemes■Counting phonemes (70% of children by age 6)■Rhyme identification■Onset-rime division
Age 7	<ul style="list-style-type: none">■Blending 3 phonemes■Segmentation of 3-4 phonemes (blends)■Phonetic spelling Phoneme deletion
Age 8	<ul style="list-style-type: none">■Consonant cluster segmentation■Deletion within clusters

Areas of instruction

- **Isolation**
- **Identify**
- **Categorization**
- **Blending**
- **Segmentation**
- **Deletion**
- **Addition**
- **Substitution**

How Much Instructional Time?



“No more than 20 hours over the school year.”

Stanovich, 1993

What does instruction look like?



Direct Instruction Model

How To
Let's Do
You Do



Phoneme Isolation

**Children recognize
individual sounds in a word.**

How To:

Teacher: *What is the first sound in **van**?*

Children: *The first sound in **van** is /v/.*



Phoneme Isolation

Let's Do: What is the first sound in:

- Tire
- Pail
- Goat
- Clock
- Star
- Fish

What is the last sound in:



Phoneme Isolation

You Do: *I spy something in the room that starts like:*

- Purple
- Water
- Teacher
- Cat

Handout Activity #1



Phoneme Identity

Children recognize the same sounds in different words

How To:

Teacher: *What sound is the same in **fix**, **fall**, and **fun**?*

Children: *The first sound /f/ is the same.*



Phoneme Identity

Let's Do: Which sound is the same in...?

■ sat	sister	sorry
■ run	rice	river
■ bike	bake	birth



Phoneme Categorization

Children recognize the word in a set of three or four words that has the “odd” sound.

How To:

Teacher: *Which word doesn't belong?*

bus, bun, rig

Children: ***Rig*** does not belong. It doesn't begin with /b/.



Phoneme Categorization

■ Shake	ice	shave
■ Milk	butter	bug
■ Candle	cookie	gutter



Phoneme Blending

Children listen to a sequence of separately spoken phonemes, and then combine the phonemes to form a word. Then they write and read the word.

How To:

Teacher: *What word is /b/ /i/ /g/?*

Children: */b/ /i/ /g/ is **big**.*

Types of Blending



Continuous Blending

Sound by Sound Blending

Vowel-First Blending



Types of Blending

Let's Do: *What word is /_//_//_/?*

■ /h/ /ou/ /s/

■ /p/ /i/ /t/

■ /f/ /o/ /k/ /s/



Phoneme Segmentation

Children break a word into its separate sounds, saying each sound as they tap out or count it.

Then they write and read the sounds.

How To:

Teacher: *How many sounds are in grab?*

Children: */g/ /r/ /a/ /b/. Four sounds.*



Segmentation Levels

- **Counting words in a sentence**
- **Counting syllables in words**
- **Compound words**
- **Counting phonemes in words**

Segmentation Levels

Let's Do: *How many sounds are in ____?*

■ **Cake**

--	--	--	--

■ **Lock**

■ **Hen**

■ **Flag**



Phoneme Deletion

**Children recognize the word that remains
when a phoneme is removed from
another word.**

How To:

Teacher: *What is **smile** without the /s/?*

Children: ***Smile** without the /s/ is **mile**.*



Phoneme Deletion

Let's Do: *What is ____ without the /_/?*

- **Ball without /b/**
- **Fly without /f/**
- **Rent without /r/**
- **Eight without /t/**



Phoneme Addition

Children make a new word by adding a phoneme to an existing word.

How To:

Teacher: *What word do you have if you add /s/ to the beginning of **park**?*

Children: **Spark.**



Phoneme Addition

Let's Do: *What word do you have if you add /_/ to the beginning of ____?*

- /s/ to the beginning of **mile**
- /c/ to the beginning of **law**
- /g/ to the beginning of **lad**
- /t/ to the end of **pass**



Phoneme Substitution

Children substitute one phoneme for another to make a new word.

How To:

Teacher: *The word is **bug**. Change /g/ to /n/.
What's the new word?*

Children: **Bun**.



Phoneme Substitution

Let's Do: *The word is _____. Change /_/_ to /_/_/.
What's the new word?*

■ Tight /t/ to /m/

■ Bag /b/ to /w/

■ Lid /d/ to /p/

■ Cot /o/ go /a/



May seem like play; however,

- **Requires explicit teaching**
- **Highly structured practice**
- **Independent practice**

Which methods have the greatest impact?



■ **Blending and Segmenting**

Phoneme Awareness instruction is most effective when it focuses on only one or two types of phoneme manipulation, rather than several types.



National Reading Panel reports:

**“Phoneme Awareness measured at
The beginning of kindergarten is one
of the two best predictors of how well
Children will learn to read.”**



How do I assess it?

- **Usually 1:1**
- **Recommended to assess by mid kindergarten year**
- **Focus on assessing blending and segmenting**
- **Use information to make data driven decisions for instruction**



Reveal the Data information

- What do we know based on the data?
- What is my targeted skill for instruction?
- What is the best way to reteach it?
- How do I use assessment to improve teaching and learning?

Concepts About Print and Letter ID



- **Rapid and accurate recognition of letter name**

Summary



- **Phoneme awareness is necessary, but not sufficient.**
- **Phoneme awareness can be directly taught.**
- **Phoneme awareness does not require extensive teaching time.**
- **Phoneme awareness should be assessed in kindergarten.**
- **Focus majority of instruction on blending and segmenting sounds.**